

# Indiana's Response to Intervention Academy



## **RTI for ELL Students**

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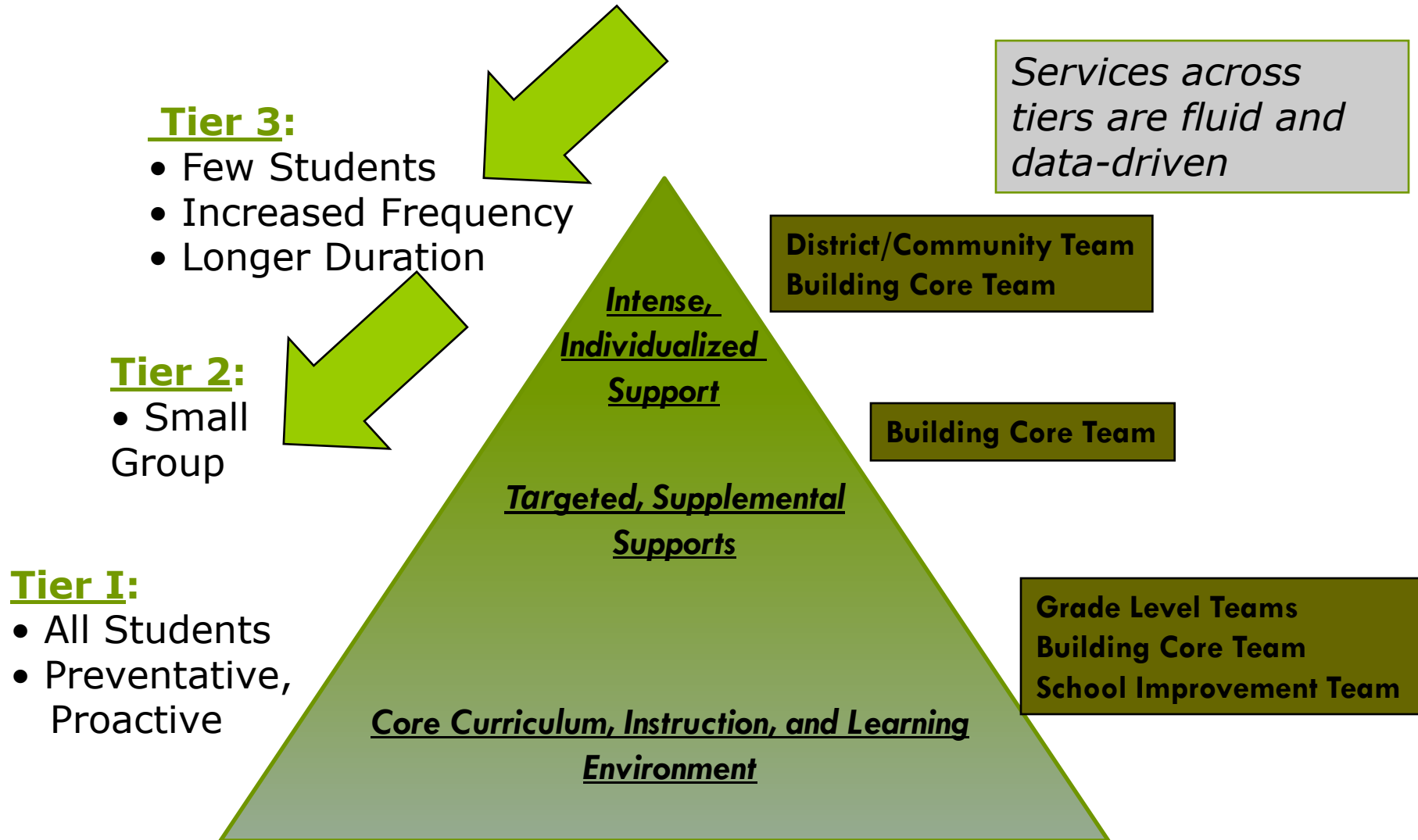
1.27.2009 | 1:00 – 2:45 PM

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

# Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports



## Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ Become aware of basic demographic trends related to ELLs in the USA and Indiana
- ❑ Learn some basic information the about second language acquisition process

## Preview: Connecting My Presentation to Indiana's Vision of RTI

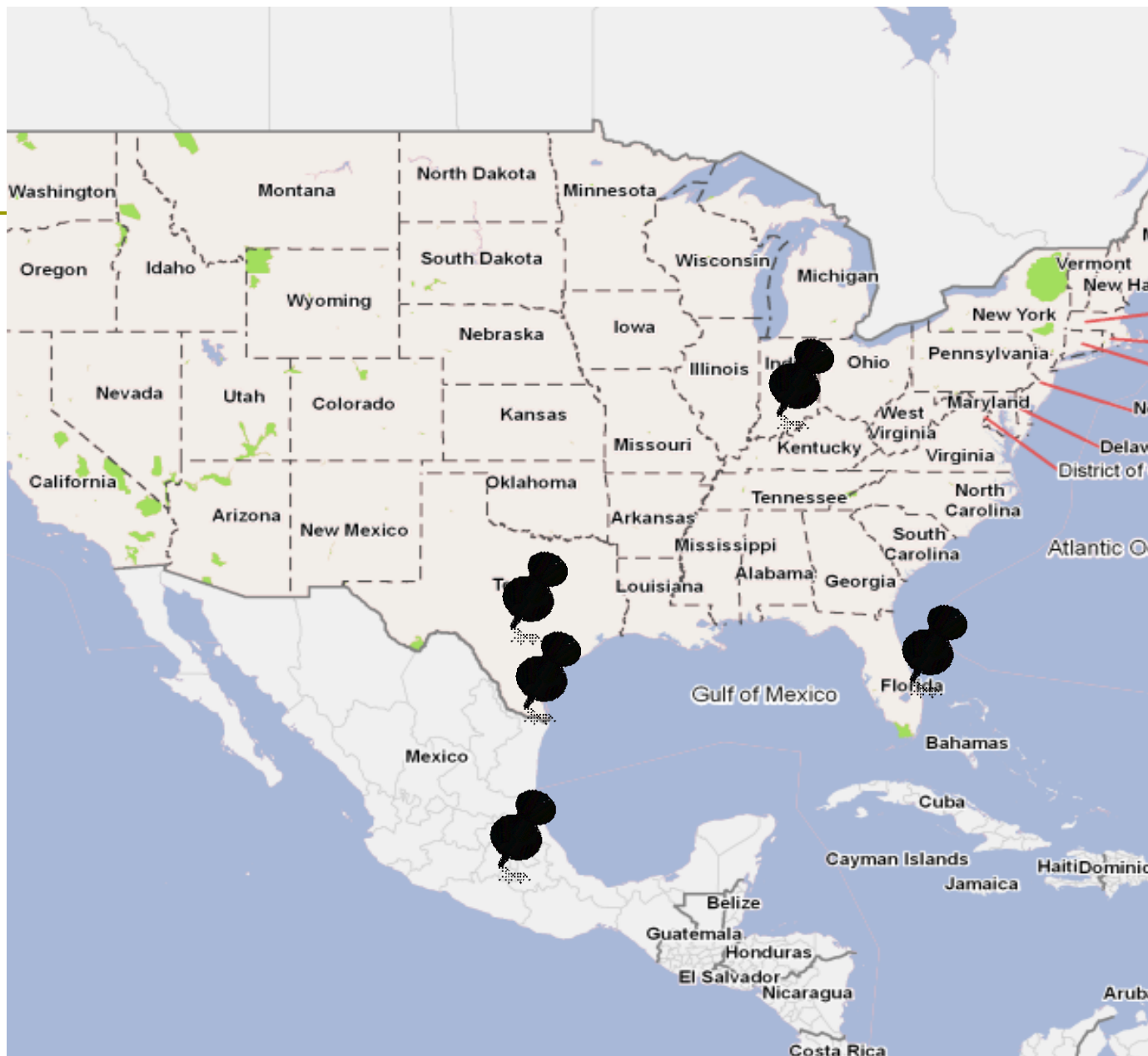
- ❑ Become informed on Best Practices for teaching ELL students within an RTI model
- ❑ Learn what the RTI model ought to look like for ELL students.

# A little bit about your presenter...

- ❑ Arrived in USA 1980 (9 years old)
- ❑ Had good Basic Interpersonal Communication Skills (BICS) – oral language – in both English and Spanish
- ❑ No Cognitive Academic Language Proficiency (CALP) in English (but well established in Spanish)

# A little bit about your presenter...

- ▣ SPED in 4<sup>th</sup> grade
- ▣ Had great teachers who believe in me!
- ▣ After college became a teacher of immigrant children on the Texas-Mexico border



**Indiana's Response to Intervention Academy ~ 2008/2009**



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# DEMOGRAPHIC TRENDS: ELLS IN THE USA AND INDIANA

# Demographic trends related to ELLs in the USA and Indiana

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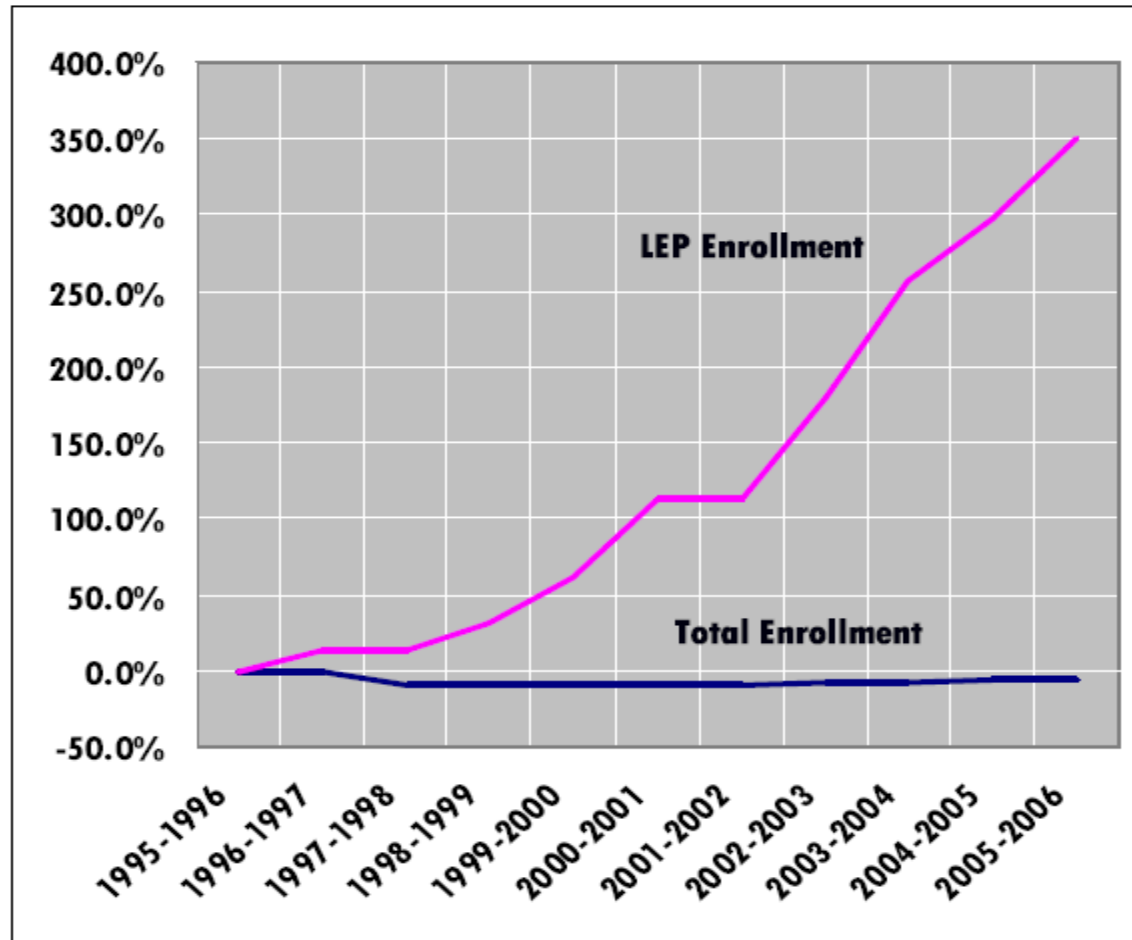
- ELL enrollment in the state grew 349.7% between 1994-95 and 2005-06, third-fastest among all states in the USA (DOE).

# Indiana's Rate of ELL growth

	<b>Total Enrollment</b>	<b>Growth from 95-96</b>	<b>LEP Enrollment</b>	<b>Growth from 95-96</b>
<b>1995-1996</b>	<b>1,089,891</b>	<b>0.0%</b>	<b>8,052</b>	<b>0.0%</b>
<b>1996-1997</b>	<b>1,080,006</b>	<b>-0.9%</b>	<b>9,195</b>	<b>14.2%</b>
<b>1997-1998</b>	<b>986,860</b>	<b>-9.5%</b>	<b>9,114</b>	<b>13.2%</b>
<b>1998-1999</b>	<b>988,114</b>	<b>-9.3%</b>	<b>10,595</b>	<b>31.6%</b>
<b>1999-2000</b>	<b>988,702</b>	<b>-9.3%</b>	<b>13,079</b>	<b>62.4%</b>
<b>2000-2001</b>	<b>989,225</b>	<b>-9.2%</b>	<b>17,193</b>	<b>113.5%</b>
<b>2001-2002</b>	<b>994,545</b>	<b>-8.7%</b>	<b>17,194</b>	<b>113.5%</b>
<b>2002-2003</b>	<b>1,001,910</b>	<b>-8.1%</b>	<b>22,584</b>	<b>180.5%</b>
<b>2003-2004</b>	<b>1,010,688</b>	<b>-7.3%</b>	<b>28,741</b>	<b>256.9%</b>
<b>2004-2005</b>	<b>1,021,243</b>	<b>-6.3%</b>	<b>31,956</b>	<b>296.9%</b>
<b>2005-2006</b>	<b>1,035,074</b>	<b>-5.0%</b>	<b>36,208</b>	<b>349.7%</b>

U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports;

# Indiana's Rate of ELL growth



U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports;

# Indiana Department of Education

## Division of Language Minority and Migrant Programs

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### 2003- 04 SIGNIFICANT INFLUX OF IMMIGRANT STUDENTS ALLOCATION CHART

5% of state Title III allocation, at \$70/per immigrant student

SCHOOL DISTRICT	# OF IMMIGRANT STUDENTS	# OF STUDENT INCREASE OVER LAST YEAR	% INCREASE OVER LAST YEAR	IMMIGRANT INFLUX ALLOCATION
Indianapolis Public Schools	1,317	+256	20%	\$92,190
MSD Wayne Township	324	+89	28%	\$22,680
MSD Pike Township	277	+51	20%	\$19,390
School City of East Chicago	249	+69	28%	\$17,430
MSD Perry Township	221	+53	24%	\$15,470
Bartholomew Cons SC	196	+54	28%	\$13,720

# Demographic trends related to ELLs in the USA and Indiana

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- Approximately 73% or 44,823 overall ELL students are Spanish-speaking Latinos.
- After Spanish, the next top five languages are German (Amish), Mandarin (Sichuanese), Arabic, Korean, and Vietnamese, ranging from 2,113 German speakers to 719 Vietnamese speakers.

# Demographic trends related to ELLs in the USA and Indiana

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- ❑ Vast majority of ELLS in Indiana are of Mexican (also from Guatemala, El Salvador, Nicaragua, and Honduras).
- ❑ Come at different levels of schooling; some may have received only one or two years of primary schooling.
- ❑ Schools and communities in the USA tend to segregate and marginalize Latino students and other ELLs

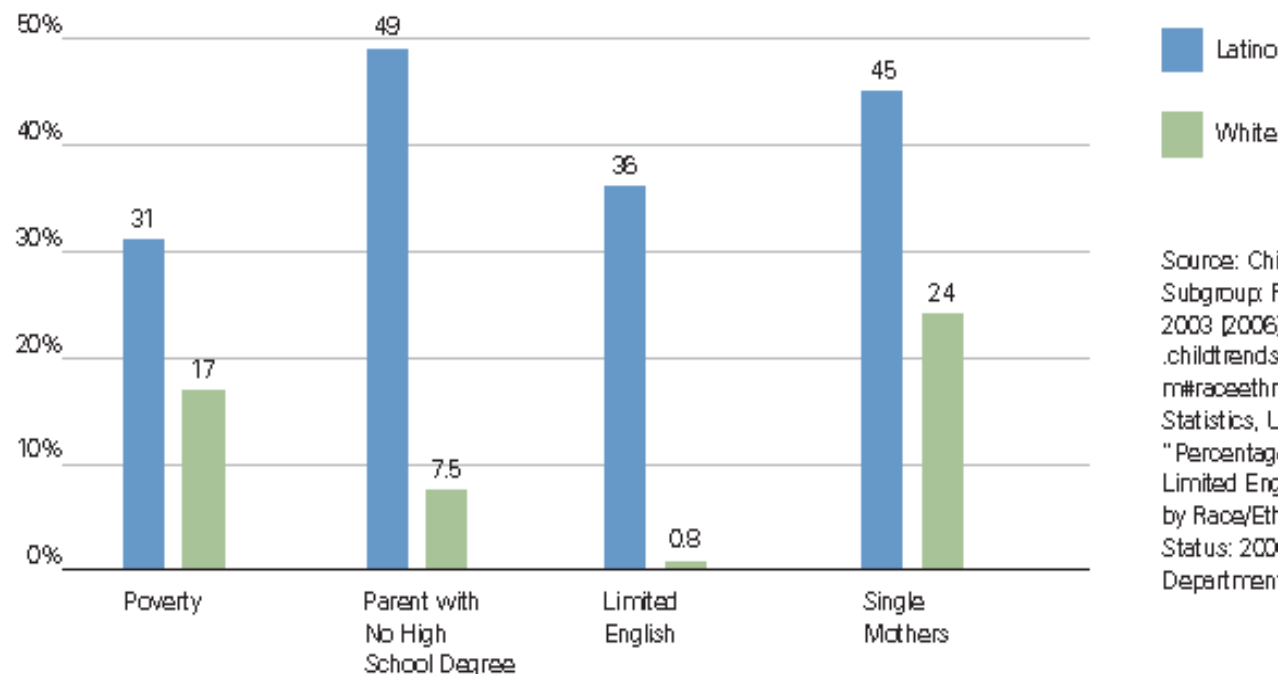
# Demographic trends related to ELLs in the USA and Indiana

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- ▣ In 2006-07, Hispanic students accounted for 6% of Indiana's total school enrollment (63,989 of the total 1,045,702).



**Figure 1: Risk Factors for Academic Failure Among Latinos and Whites**



Source: Child Trends Databank, "Search by Subgroup: Race and Ethnicity," (Child Trends, 2003 [2006]); available from [http://www.childtrends.org/search\\_subgroup.cfm#raceethnic](http://www.childtrends.org/search_subgroup.cfm#raceethnic), National Center for Education Statistics, U.S. Department of Education, "Percentage of Students Who Qualify for Limited English Proficiency (LEP) Services, by Race/Ethnicity and LEP Enrollment Status: 2000," (Washington, DC: U.S. Department of Education, 2000).

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- Unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time.
  - Improving the academic performance of ELL students requires a focus on the prevention of failure and on early intervention for struggling learners.

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- The NRC recommends that schools seek to implement programs that are closely aligned with what is known about what makes any school effective.

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- ❑ supportive schoolwide climate
  - ❑ strong leadership
  - ❑ balanced curriculum that incorporates both basic and higher-order skills, opportunities for practice, some use of the native language in instruction
  - ❑ quality staff development, and
  - ❑ home and parent involvement

(August & Hakuta, 1997)

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Sound familiar?

These are all core tenets of  
RTI models!

# Teachers who are most effective with ELL students

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- ▣ Have sophisticated knowledge of reading instruction as well as second language instruction
- ▣ Are able to draw on the prior knowledge of struggling readers and make connections with what they already know

**Graves, Gersten, and Haager (2004)**

# Effective early teachers in 1<sup>st</sup> grade classrooms...

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- ❑ Emphasize explicit instruction in word identification, phonological awareness, and vocabulary instruction
- ❑ Provide structured opportunities to practice English
- ❑ Provide supportive learning environments in which students were highly engaged

**Graves, Gersten, and Haager (2004)**

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- Again, these are core elements of RTI and the include the five essential elements of good reading instruction for ANY student



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# A PRIMER ON LANGUAGE ACQUISITION

# Essential information about second language acquisition

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## Basic Interpersonal Communication Skills (BICS)

- Everyday language
- Playground Language
- Not related to academic achievement
- Vocabulary
- Pronunciation
- Attained after **1-2 years in new country**

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## Cognitive Academic Language Proficiency (CALP)

- Needed to function in academic settings
- Classroom, textbook language
- Language related to literacy skills
- Develops in school – like setting
- Attained between **5-7 years in host country**

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## Essential keys to remember:

1. Conversational fluency is often acquired to a functional level within about **two years** of initial exposure to the second language whereas **at least five years** is usually required to catch up to native speakers in academic aspects of the second language.

Collier, 1987

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2. Generally, ELL students simply need more exposure to intervention (time) so that they can acquire the language skills and communicative ability necessary for to be successful in and out of school.

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# ADAPTING THE RTI MODEL FOR ELL POPULATIONS

# Intervention Framework

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- ❑ Prevention and intervention are viewed on a continuum
- ❑ Basic concepts and foundational skills taught are the same
- ❑ The level of intensity varies
- ❑ Progress monitoring is used to chart student progress

Sound familiar?

Linan-Thompson, 2006

# RTI for ELLs

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- The appropriate application of RTI for identifying students from culturally and linguistically diverse backgrounds as struggling readers is not yet clearly evident.
- Comprehensive reading interventions seem to offer some advantage to ELL learners in fundamental skills such as word attack and fluency (Denton et al., 2004; Gunn et al., 2000).
- More research is needed to examine the use of RTI to identify ELL learners with reading difficulties.

Linan-Thompson, Vaughn, Prater & Cirino, n.d.



# What we do know...

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- Always consider the possibility that students are not receiving adequate instruction before assuming they are not responding because they have deficits of some kind.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

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- The RTI model presumes that if a child does not make adequate progress with intensive research-based instruction, he or she must have an internal deficit of some kind.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

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- How do we ensure that the child has in fact received culturally responsive, appropriate, quality instruction?
  - This determination is based on students having received an adequate “opportunity to learn”

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

# Consider...

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- ▣ Students may not meet performance standards (relative to English language speakers), but are they making progress?

Linan-Thompson, 2006

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- ❑ It is essential to examine school contexts when implementing RTI models.
  - ❑ A student can be considered at-risk at one time and not at another, in one class but not in another, and in one school but not in another

(Richardson & Colfer, 1990)

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

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- ❑ To conclude that failure resides within students when they do not progress with a certain intervention, and then move them onto the second or third tier in an RTI model or decide they belong in special education ***without considering other factors is problematic.***

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

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# ELEMENTS OF RTI FOR ELL

# Tier 1

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- ▣ The foundation of the first tier should be culturally responsive, quality instruction with on-going progress monitoring within the general education classroom.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.



# Tier 1

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▣ This tier should include two essential components:

(a) research-based interventions, and

(b) instruction by knowledgeable, skilled teachers who have developed culturally responsive attributes

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

# Adequate instruction for ELL students includes the following reading strategies:

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- ❑ **phonological awareness** (Vaughn, Linan-Thompson et al. in press; Vaughn, Mathes et al. in press)
- ❑ **word attack** (Denton et al., 2004; Vaughn, Linan-Thompson et al. in press; Vaughn, Mathes et al. in press),
- ❑ **fluency** (Gunn et al., 2000; Vaughn, Linan-Thompson et al. in press) and
- ❑ **comprehension** (Vaughn, Linan-Thompson et al. in press; Vaughn, Mathes et al. in press)

Linan-Thompson, 2006

## Tier 2

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- ❑ When students have not made adequate progress when taught using appropriate, culturally responsive methods, a second tier of intervention is warranted.
- ❑ This tier is characterized as providing a level of intensive support that supplements the core curriculum and is based on student needs as identified through progress monitoring.

# Intervention

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- ❑ Increased intensity in critical areas of reading
- ❑ Explicit and systematic instruction
- ❑ Increased opportunities to practice
- ❑ Responsive intervention

Linan-Thompson, 2006

# In one study, Tier 2 services included intervention that was...

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- ❑ Provided **in addition to 90 minutes of core** reading instruction (Tier 1)
- ❑ Did not replace any part of core instruction
  - 30 minutes a day, 5 days per week for 10-12 weeks
  - Provided in groups of 3-5 students (homogeneous)
  - Progress monitoring was conducted every 2 weeks

Linan-Thompson, 2006

## Tier 3

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- ▣ This phase starts with a referral to a Teacher Assistance Team or a Child Study Team.
- ▣ □ This step should *overlap with the second tier (i.e., the provision of intensive support should not stop for a referral to begin).*

# In the same study, Tier 3 services included intervention that was...

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- ❑ Provided **in addition to 90 minutes of core** reading instruction (Tier 1)
  - Did not replace any part of core instruction
  - 50 minutes a day, 5 days per week for 10-12 weeks
  - Provided in groups of 3 students (homogeneous)
  - Progress monitoring was conducted every 2 weeks

# Let's look at another study

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- ❑ 15 lowest performing 1<sup>st</sup> graders based on screener
- ❑ Intervention included PA and repeated reading
- ❑ groups of no more than 5 students; 2Xweek; 30 min
- ❑ Goal: 45 PSF & 50 NWF
- ❑ assessed progress at 12 weeks and exited those who met goal criteria

Healy, Vanderwood, & Edelstone (2005)



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- 6 exited after 12 weeks; 12 exited after 15 weeks
  - **3 hrs/week was spent implementing and evaluating an intervention with the lowest performing ELL 1<sup>st</sup> graders; after 16 weeks only 3 needed additional services**

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- ▣ PA skills strong predictors of reading for non-English speakers

(Engen & Høien, 2002)

PA skills transfer across languages;

- ▣ Kindergarten Spanish PA skills correlate significantly with English reading at the end of first grade

(Lindsey, et al., 2003)

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# LEGAL CONSIDERATIONS

# Legal issues

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- ▣ IDEA 2004 contains provisions pertaining to the referral, assessment and identification of LEP students with disabilities.

▣ NASDSE, 2006

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- The law acknowledges that “studies have documented apparent discrepancies in the levels of referral and placement of limited English proficient children in special education” [P.L. 108-446 §601(c)(11)(B)] and
  - Requires states to “provide data each year...on the following: The number and percentage of children with disabilities by...limited English proficiency status...” [P.L. 108-446 §618(a)(1)(A)].
  - This data collection requirement was not included in IDEA 1997.

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- Federal policy also provides requirements pertaining to the special education eligibility assessment of LEP students.
  - The exclusionary rule in IDEA 2004 states that, “In making a determination of eligibility...a child shall not be determined to be a child with a disability if the determinant factor for such determination is...limited English proficiency.” [P.L. 108-446 §614(b)(5)(C)].

Additionally, the statute requires that:

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- ❑ LEAs ensure that “assessments and other evaluation materials...are provided and administered in the language and form most likely to yield accurate information...unless it is not feasible to so provide or administer” [P.L. 108-446 §614(b)(3)(A)(ii)];
  - ❑ Assessments must be “used for purposes for which the assessments or measures are valid and reliable” [P.L. 108-446 §614(b)(3)(A)(iii)]; and
  - ❑ Assessments “are administered by trained and knowledgeable personnel” [P.L. 108-446 §614(b)(3)(A)(iv)].

# NCLB Title III Requirements

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- ❑ Develop a high quality language instruction educational program to assist children in learning English, and meeting State academic content standards.
- ❑ Provide high quality professional development to classroom teachers.

Olga Tuchman, IDOE, 2007



# Federal Case Law

## Lau v. Nichols, 414 U.S. 563, 1974

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- ❑ “There is no equity of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”
- ❑ “Where inability to speak and understand the English language excludes national origin minority children from effective participation in the education program, the school district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

# Indiana Academic Code

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- ❑ “Each school corporation shall provide appropriate instruction to limited English proficient students.”

(511 IAC 6.1-5-8)

- ❑ “Students must receive instruction from properly certified, licensed teachers.”

(511 IAC 6.1-3-1.d)

- ❑ “Instructional aides must work under the direct supervision of a certified teacher and should not have the sole responsibility of teaching units of study.”

# Take Home: Connecting My Presentation to Indiana's Vision of RTI

- ❑ The core tenets of RTI for English-speaking children apply to ELL as well.
- ❑ Excellent instruction from a research-based curriculum, carried out by trained teachers who are culturally responsive and sensitive is key
- ❑ Intensity of the interventions should match student need, as determined by assessment data
- ❑ See additional professional development opportunities as needed to best serve your students